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| Language Cue or Convention | Comprehend and Respond  When viewing, listening, or reading, grade 1 students: | Comprehend and Respond  When viewing, listening, or reading, grade 2 students: | Comprehend and Respond  When viewing, listening, or reading, grade 3 students: | Comprehend and Respond  When viewing, listening, or reading, Grade 4 students: | Comprehend and Respond  When viewing, listening, or reading, Grade 5 students: | Page 1 |

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| **Pragmatic**  Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices. | Identify a purpose for viewing, listening, and reading. | Identify and state reasons for viewing, listening, and reading. | Recognize that a text was created for an intended purpose. | | State reasons for viewing, listening, and reading and analyze the purpose of a text (e.g., inform, persuade, narrate). | | Identify intended audience and purpose for a text; recognize and interpret various uses of language in social, cultural, and regional situations. | | |
| **Textual**  Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text. | Recognize different text forms (including poem, story, fairy tale, informational text) and some of their structures and features (e.g., title, page number, sequence, description, problem/resolution); recognize the difference between fiction and non-fiction | Recognize and use different text forms (e.g., story, poem, recipe, explanation, play), features (e.g., paragraphs, verses, dialogue), and elements (e.g., title, author, character, problem). | | Identify and explain different forms of texts (e.g., story, play, poem, video, legends, fables, informational texts); use knowledge of the elements and organization of different texts (e.g., goal/problem/solution, description, sequence, comparison, cause and effect); identify conventions of texts (e.g., chapter titles, table of contents, glossary). | | Identify and use various text structures (e.g., stanzas in poems, chapters in novels) and their elements (e.g., setting, characters, plot, main idea); use knowledge of the organization of different text forms (e.g., comparison, cause and effect, problem-solution) to understand content. | | Identify various forms of texts, their characteristics (such as headings, paragraphs), and the ways they are organized and the patterns within (such as comparison and contrast); recognize differences in text types used in other subject areas. |

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| **Syntactic**  Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects). | Understand sentence structure and predictable word order (e.g., I can . . . , I can . . . ); recognize a complete sentence and its end punctuation; use punctuation (including period and comma) to help understanding. | Recognize and comprehend simple, compound, and complex sentences and their related punctuation including quotation marks; use knowledge of sentence structure to determine meaning of a sentence (e.g., the subject and verb are inverted in a question); use punctuation to help understand what they read (e.g., question mark, exclamation, apostrophe). | Use knowledge of word order to determine meaning of sentences; use the relationships of words (e.g., subject-verb; noun-pronoun) in sentences to help construct meaning; use punctuation to help understand meaning (including question mark, exclamation mark, comma). | Use knowledge of sentence structure and elements to comprehend; use punctuation to understand what is listened to or read. | Use knowledge of sentence elements and patterns (simple, compound, and complex) and their related punctuation to understand what is listened to or read. |

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| **Semantic/Lexical/Morphological**  The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes. | Recognize 100 of the most commonly used words in print; use context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words); recognize common antonyms and synonyms. | Recognize basic sight vocabulary (e.g., 250 basic words); use context clues; use knowledge of simple prefixes (e.g., un-) and suffixes (e.g., -ed, -ing, -es, -s, -er, -est) and recognize the same words in different forms (e.g., plays, played, playing); use individual words to predict meaning of compound words; recognize word play. | Use a variety of strategies to determine the meaning of unfamiliar words (e.g., use context, break into syllables, recognize common word families, use the sound of the word, use a dictionary); use common prefixes (e.g., -un, -re), suffixes (e.g., -ed, -ing, -er, -est, -ful), understand frequently used specialized terms in subject areas; recognize word play | Use patterns of word structure to determine pronunciation and meaning (e.g., relation-ship); identify root words and use them to determine the meaning of unfamiliar words; identify synonyms and antonyms for familiar words; use a dictionary to determine the meanings of words | Use a word attack strategy (e.g., context, structure, sound, and reference) as well as knowledge of root words, prefixes, and suffixes to determine the pronunciation (e.g., n-ation) and meaning of unfamiliar words. |

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| **Phonological/Graphophonic**  Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns. | Count phonemes and segment or blend phonemes at the beginning of words containing one, two, and three phonemes to make new words; recognize and use the alphabet; recognize letter/sound relationships and patterns in words; identify all consonant sounds in spoken words; use phonics to help decode individual words including using basic phonetic analysis and consonant sounds in some blends and digraphs (e.g., bl, br, th, wh) in regular one-syllable words; recognize rhyming words; recognize features of words including word patterns and differences. | Use phonics to decode individual words; segment all sounds of a word (including sound clusters such as “sk,” “ch,” “sh”) into individual sounds; delete beginning or ending sounds and tell the remaining word; decode individual words and sounds heard in multi-syllabic words; recognize features of words including possessives, double vowels, multi-syllabic words; recognize long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, double vowels | | Recognize features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals (e.g., f to v and y to i); easy multi-syllablic words. | | Use phonics to say words correctly; recognize features of words including vowel patterns in multi-syllabic words, double consonants, contractions, consonant digraphs, word endings, prefixes (e.g., anti-, non-, con-, tri- de-), suffixes (e.g., -ness, -ment, -able, -sh, -ant), and plural possessives. | | Use phonics to decode and say words correctly; recognize features of words including vowel patterns in multi-syllabic words, double consonants, word endings, prefixes (e.g., dis-, in-, un-, ir-, il-, non-, anti-, pro-, pre-), suffixes (e.g., -ish, -en,-ance), and plural possessives. | |
| **Other Cues and Conventions**  **Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.** | Recognize key features such as captions, illustrations, colours, sizes, and movements in different types of texts | Interpret and respond appropriately to non-verbal cues including facial expression and gestures; use and interpret conventions of texts (e.g., pictures, graphics, diagrams, bold type); recognize and use discernable features such as labels, headings, sounds, colours. | Recognize and use key features in text including colour, bold typeface, music, and sound effects. | | Recognize the characteristics of different media (e.g., print, television, digital) and recognize the key elements in visual texts (e.g., sections in magazine). | | Recognize and use the characteristics of different media (e.g., photograph, television, digital) and recognize the key elements in visual and multimedia texts (e.g., sections in magazine). | |